



## **Module Specification**

### **Clinical Aspects of Mental Health**

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## Part 1: Information

**Module title:** Clinical Aspects of Mental Health

**Module code:** USPKJJ-15-3

**Level:** Level 6

**For implementation from:** 2024-25

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment including the ability to: communicate effectively, both face-to-face or in writing; retrieve and organise

information from different sources; make critical judgements and evaluations to gain different perspectives on a question

**Outline syllabus:** The course content may vary from year to year depending on current staff expertise and developments in the discipline area. However likely topics may include a selection of topics listed here.

Formulation and classification of mental distress.

History of the development of classification systems, DSM and ICD.

Validity and reliability of such systems and their relation to current professional practice.

Critical evaluation of the impact of and necessity in meeting the needs of people in mental distress.

Critical evaluation of psychological models of mental distress and assessment of the contribution that these models in relation to other factors may make to the promotion of positive mental health.

Critical review of psychological approaches to the assessment and treatment of mental distress.

Review of methodologies used to assess the impact and effectiveness of approaches to treatment.

Description of and assessment of the influences on the development of current service models.

Assessment of the impact of services on the lives of people.

The role of risk assessment in service provision.

Overview of current developments in the field.

The development and impact of the user movement

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A variety of approaches will be used with the aim of maximising the active engagement of students. These may include: lectures, seminars, workshops; ICT Based Platforms; directed and independent learning; formative assessment opportunity.

Independent learning. Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential reading, case study preparation, assignment preparation and completion.

Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community. Scheduled learning. The module will be delivered using interactive lectures combined with workshops and seminars. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops/seminars will provide students the opportunity to discuss issues in-depth.

TEL. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth.

As a 15-credit module this module assumes 150 hours of study on the part of the student.

Scheduled learning for this module will be approximately 36 hours and may take several forms. This amounts to 3 hours of face-to-face teaching each week; on other words 12 x 90 minute lectures and 12 x 90 minute seminars. This will be largely delivered as a combination of lectures and seminar in order to maximise student engagement with the material. Where possible, there will also be hands-on elements to the seminar. However, additional delivery strategies will be used (see below for more details). To complement face-to-face teaching, use of UWE-endorsed VLE packages will be used. This will include mainly a comprehensive use of the tools

offered through Blackboard.

Independent learning. Students are expected to spend 64 hours on independent learning tasks and preparation of assessments. In addition, there will be 30 hours of preparation for Component B (coursework portfolio) and 20 hours of preparation for Component A (exam revision time).

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically understanding of classification systems and the main types of mental distress

**MO2** Compare and contrast psychological models of mental distress and have awareness of social and political dimensions of mental distress

**MO3** Discuss and evaluate psychological assessments and treatments employed in mental health care and discuss the way in which contextual issues have and are influencing the provision and future direction of mental health services

**MO4** Have a critical awareness of the practical and philosophical issues surrounding current approaches to the care and treatment of people in mental distress

**MO5** Describe the range of health care settings in which psychology is professionally applied

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspki-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uspki-15-3.html>

## Part 4: Assessment

**Assessment strategy:** The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below.

Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

Assessment part A comprises a single online exam (with a 24 hour window for completion) which takes place at the end of Semester 1. The paper will comprise two mini essay questions that aim to assess the students' breadth of knowledge and ability to integrate material across the module.

The Coursework part of the assessment (Assessment part B) comprises a single piece of coursework. The assignment will be a structured essay of 1200 words that will allow students to integrate ideas and concepts from across the module with an associated 300-word reflection on current events linked to their essay (or the module in general if not appropriate).

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms. Students will have the opportunity for formative feedback on Assessment part B through discussions in the seminars and workshops.

Assessment criteria will be made available to the students in the module guide at the start of the module.

### Assessment tasks:

#### **Examination (Online)** (First Sit)

Description: Online Examination (24 hours)

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5

**Online Assignment (First Sit)**

Description: Blackboard assignment (1200 word essay and reflection)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Examination (Online) (Resit)**

Description: Online Examination (24 hours)

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5

**Online Assignment (Resit)**

Description: Blackboard assignment (1200 word essay and reflection)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Applied Psychology [Frenchay] BSc (Hons) 2022-23

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology (Applied) [Frenchay] BSc (Hons) 2024-25

Applied Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Law with Psychology [Frenchay] - Withdrawn LLB (Hons) 2022-23

Psychology with Sociology {Foundation} [Sep][PT][Frenchay][8yrs] - Withdrawn BSc (Hons) 2018-19

Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2018-19

Psychology with Criminology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2018-19

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2021-22

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology with Criminology [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21

Sociology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22



Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Criminology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Criminology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21